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2862 0000-Hartley-Melvin-Sanborn Comm School District
Iowa Core-Assurances

Iowa Core

Vision, Mission, Goals

1. What actions are established or will be established to ensure the Leadership Team engages educators in collaborative processes to realize the vision of the Iowa Core through effective implementation?

   Our Iowa Core Leadership team meets semiannually to discuss implementation of the Iowa Core utilizing self assessment rubrics. This team is comprised of staff and administrators from all levels. They are a team that also makes decisions regarding our professional development, as well as our vision, mission, and goals. These, in turn, are presented to the SIAC committee for recommendations to the Board of Education. This team has become our District Leadership Team.

2. What data are you currently using to address the measurable goals and improvements in Social Studies? How are you using this data to ensure that students are reaching the goals in Social Studies?

   End of course exams are used to examine growth at the High School level. Individual grade levels, K-8, determine what data to use to determine goal areas on an annual basis in their curricula. Changes in course content and changes in course sequence occur based on the data, as determined by high school staff.

3. What data are you currently using to address the measurable goals and improvements in 21st Century Skills? How are you using this data to ensure that students are reaching the goals in 21st Century Skills?

   In the past, we have used the ICAT to determine what to teach at various grade levels. We are currently considering continuance of this data, or looking to alternatives. Changes in course content, materials, sequencing, and ulimately entire courses, are determined by staff at all grade levels.

Collaborative Relationships

4. What actions are established to ensure Learning Supports are coordinated to support the Iowa Core?

   Our District Leadership Team, formerly our Iowa Core Team, uses data from all buildings and all programs to make decisions about the learning supports that we endorse financially. Our structure includes staff making decisions about implementation of the Iowa Core. This information is gathered and then shared with our SIAC, which helps prioritize our actions. The SAIC recommendations then go to the School Board. We prioritize staff and programs to best meet the needs of students. Various levels of support exist for students, from the most extensive - special education, to students on various interventions including modified schedules, and days. Student assistance teams utilize a problem solving method to determine the most effect strategies for individual students. Additionally, our curriculum is enhanced utilizing Talented and Gifted personnel and opportunities.

5. What actions are established to ensure community participation (including local school board) in the implementation of the Iowa Core?

   On at least an annual basis, the SIAC reviews curricular matters. We, as a district, have made a committement to the Iowa Core, and also the National Standards for Science instruction, which both our SIAC and our local school board have been involved.

Curriculum and Instruction

6. What actions are established to ensure educators use data to make decisions regarding the alignment of the enacted to the intended and to the assessed curriculum of the Iowa Core?

> Teachers, annually review Iowa Assessements data, through a test item analysis, to determine any changes that need to occur with our curriculum. These recommendations then go to the District Leadership Team. This team then makes any recommended changes to the SIAC, and eventually, to the School Board. Annually, teachers utilize ICAT to determine what is actually taught in all classes. Staff have unpacked the Iowa Core and are, using a checlist format established by the district, determining that Iowa Core content is taught. This, along with longitudinal ICAT data, is driving decisions about curriculum changes. This process is occuring for all areas -Literacy, Reading, Math, Science, Social Studies, and 21st Century Skills.   This is compared to Item analysis data to determine if any curricular changes needs to occur. Assessment data, utilizing both the Iowa Assessments, ICAMS, and locally developed assessments indicate that Iowa core concepts are being taught, but we are struggling to determine which assessments are best to evaluate our performance in accordance with Iowa Core Concepts. We have realized that current Iowa Assessments show a low correlation to the Iowa Core concepts. We are considering alternative assessments.

7. What actions are established to ensure collaborative teams are engaged in learning about instructional practices that support improved student achievement?

> Almost all of our PD time is devoted to Authentic Intellectual Work. We, as a district, have rolled this out K-12 for all certified staff and administrators. All certified staff are part of an AIW learning team that meets a minimum of 36 hours discussing instructional practices that are most effective in our classrooms with the students that we have. These teams are in their 2nd year and are progressing from student work to analyzing instructional decisions. Also, this year our teams are structured so that we are meeting with our base group part of the time, and with a "job-alike" gorup at other times. Our plan is to continue with AIW and its' framework for the next 2-3 years, at least.

8. What actions are established to ensure collaborative teams are engaged in the implementation of instructional practices that support improved student achievement?

> Almost all of our PD time is devoted to Authentic Intellectual Work. We, as a district, have rolled this out K-12 for all certified staff and administrators. All certified staff are part of an AIW learning team that meets a minimum of 36 hours discussing instructional practices that are most effective in our classrooms with the students that we have. These teams are in their 2nd year and are progressing from student work to analyzing instructional decisions. Also, this year our teams are structured so that we are meeting with our base group part of the time, and with a "job-alike" gorup at other times. Our plan is to continue with AIW and its' framework for the next 2-3 years, at least.

Professional Development

9. Describe how the district uses data analysis (goals, student achievement data, and other data) to guide professional development, including professional development supporting the implementation of the Iowa Core. Include specific activities, resources, and timelines.

> Implementation of the district career development plan - Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. The professional development target will be the acquired knowledge, implementation and effective application of research-based instructional strategies. The selection of the professional development target was based on student data. Teacher practices and student achievement data in the areas of reading, math and sciences were studied to help identify professional development needs. The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are

acquired. Professional development time and resources will be focused on learning new content and instructional practices. We will continue, on an annual basis, to utilize our District Leadership Team to discuss: focus areas K-12, building specific focus areas K-4, 5-8, 9-12, program specific (based on the needs of the program), and full implementation of the Iowa Core at all levels in all areas.

10. Describe how professional development, including professional development supportive of the implementation of the Iowa Core, contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

In our district we will continue implementing Authentic Intellectual Work (AIW) as a whole district. Our Pilot team continues to meet throughout the year to focus planning and understing more completely the AIW Framework. All of the elements described, including theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching, are all part of the framework. All certified staff are part of AIW. Additionally, our pilot team is developing their understanding of the other areas of AIW, with plans to have full implemention of AIW in 4-5 years.